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ABSTRACT

This handbook examines some of the forms that linkages between education and work have taken in Oregon. The purpose of the handbook is to (1) cite examples of existing linkages around the state; (2) suggest ways to initiate and nurture linkages; (3) cite benefits that accrue from such linkages; and (4) provide names of resource people who have indicated their willingness to provide information on how to start and maintain a successful linkage or partnership. The information was gathered with the assistance of the regional coordinators for career and vocational education around the state who identified businesses that should receive questionnaires. Each responding business was interviewed by telephone on the components of its linkage with education. Following the introduction, which details the methodology of the study, this report contains six sections. The first section looks at the partners of the linkages--education and business and industry. Linkages are listed in the second section. They include advisory committees, cooperative work experience in high school and college, student organizations, career awareness, in-school exploring, Junior Achievement, adopt-a-school programs, the Portland Urban Network Project, small business development centers, and specialized training and retraining. In the third section, the working of the Job Training Partnership Act (JTPA) is explored, while the fourth section lists some other linkages such as equipment donations, internships, field trips, career fairs and equipment fairs, and Oregon Business Week. Some ways to nurture linkages are discussed in the fifth section, while the final section of the guide concludes that the education community needs to make more overtures to the business/industry sector. Appendixes to the guide list resource people and materials. (KC)

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REPORT AND HANDBOOK

"SUCCESSFUL LINKAGES BETWEEN EDUCATION AND BUSINESS/INDUSTRY IN OREGON"

SUBMITTED TO:

Division of Vocational Education
Oregon Department of Education
Salem, Oregon

BY:

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Corvallis, Oregon
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DECEMBER 1984

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INTRODUCTION

This handbook examines some of the forms that linkages between education and work have taken in Oregon. A linkage or partnership is a voluntary relationship undertaken between a secondary school or community college and a local business or industry for the purpose of enhancing the vocational education experience of students. The partners have been imaginative. They range in size from small family-operated businesses to large corporations and from small rural high schools to urban community colleges. The linkage might be in the form of: (1) Work experience opportunities for students in a business; (2) A donation by a business of specialized industrial equipment that a school or community college might not be able to afford; (3) Sharing of industry expertise through participation on an advisory committee or as an advisor to a student organization and/or provision of summer work experience or internships to vocational instructors to keep them current in their fields, to mention just a few. What they have in common is the recognition that cooperation between education and business/industry will have benefits for both.

Impetus for this handbook came as a result of the broad-based "Oregon Employer Survey Regarding Vocational Education and Employment and Training Programs" (hereafter referred to as the Oregon Employer Survey) done in the Fall of 1983 by Thomas R. Owens of the Northwest Regional Educational Laboratory in Portland. A detailed report was published in February 1984 and is available through the Oregon Department of Education.

The purpose of this handbook is to:

- cite examples of existing linkages around the state;
- suggest ways to initiate and nurture linkages;
- cite benefits that accrue from such linkages; and
- provide names of resource people who have indicated their willingness to provide information on how to start and maintain a successful linkage or partnership.

METHODOLOGY

The information was gathered with the assistance of the Regional Coordinators for Career and Vocational Education who are housed in the Education Service Districts around the state, the Deans of Instruction of Oregon's fifteen community colleges and members of the project's steering committee. Questionnaires were mailed to businesses identified by these groups. Each responding business received a phone call to determine the components of its linkage with education. Descriptions are provided for those responding. Unfortunately, a broad sample from across the state was not received.

THE PARTNERS

EDUCATION

What gives education its importance in our lives is its inter-relationship with the larger society. The educational system has not evolved in isolation: there has always been the effort to reflect the needs of society at large in the curricula. In an industrial age, this effort often took the form of industrial workshops in high school vocational programs. The process changed slowly and predictably. However, we are entering a new age in which the needs of society are changing rapidly and in less predictable ways; the age of information and high technology. The link between schools and business/industry is becoming more crucial.

Educational leaders need to seek to establish and maintain this link for two reasons: to give the students skills that are current; and to create an awareness in the students of the attitudes that are necessary for success in the workplace.

Skills

One of the challenges that faces educators today is how to design curricula that will give students job-ready skills. A careful analysis of the skills necessary in a particular job is the obvious first step in this process. To accomplish this analysis, the school must forge a strong link with the business/industry community, a link which usually takes the form of an Advisory Committee on Vocational Education. Using the expertise of the local employers, the school can

build into the curriculum the special job skills needed for employment in local business/industry.

Another way that schools, particularly community colleges, can link with local business and industry is in the design and implementation of short-term training and retraining programs. As change accelerates, workers will need skills updating. Those whose skills have become obsolete will need retraining in new skills areas. Community colleges are becoming an important part of this process.

Attitudes:

Another challenge that educators must face is the one of creating positive attitudes in their students about the world of work. Providing students with information about business and industry is important. "Career awareness" should include the knowledge that technical skills alone are not enough to carry one successfully into the world beyond school. The ability to get along with one's fellow workers, the willingness to be part of a team effort and the responsibility of getting and holding a job are crucial elements that employers look for.

The "Oregon Employer Survey" found that about half of the employers interviewed felt that acceptable work habits were lacking in many new employees. He noted inadequate writing skills, excessive tardiness and absenteeism, lack of understanding about the business world, lack of work experience, and inability to "think" and solve problems. However, employees who had received high school and/or post-secondary vocational training in specific job related skills were generally found to be proficient in those areas.

Schools can arrange situations in which the students come into contact with people who provide positive role models. About one third of the surveyed employers said that their companies are currently providing work experience for vocational students. This is an excellent way for students to apply what they have learned in skill classes and to learn employers' expectations first-hand. This will be discussed in more detail in the sections titled CWE in the High School and CWE in the Community College.

BUSINESS AND INDUSTRY

Nationally, business and industry spends $30-40 billion annually on its own training programs. The public investment in vocational-technical education only totals about $7.3 billion annually. In designing its training programs, industry has looked to educational research to find methods that work. But why should industry become further involved in the business of education? The pay-off for both education and industry can be both direct and immediate, and more subtle and long-range.

Benefits to Industry

- A supply of workers and technicians:
  - whose skills are current and specific to that industry; and
  - whose positive attitudes can result in lower costs for absenteeism, poor work habits, accidents and injuries on the job
- The best return on their local educational tax dollar
- A higher profile in the community: a public image of social responsibility
- A grassroots awareness of the business or industry's contribution to the community

Benefits to Schools

- A more positive image of public schools in the community
- An opportunity to bring the "outside world" into the classroom
- Guidance in developing academic and vocational skills needed for employment
- Broaden the base of support for schools

Benefits to Students

- Job-ready skills and training
- Exposure to positive role models
- Improved student aspirations
- More complete and realistic education
- More participation in the community's economic, political and cultural life

LINKAGES IN OREGON

There are many kinds of linkages or partnerships between education and business/industry in Oregon. This part of the report describes some of the linkages.

ADVISORY COMMITTEES

Key links in every community are citizen advisory committees which provide guidance and advice for school programs and are a key to their success. They are a required component of every state approved vocational program and can also be used in the general academic program. These committees are made up of groups of individuals from outside the field of education who have special knowledge and expertise in their own field of endeavor. They are asked to advise and assist in the planning, development and evaluation of the high school's or community college's vocational education programs. Their thorough knowledge of the vocational programs can help build a broad base of support within the community. They also form an invaluable link with vocational education by increasing the educators' knowledge and awareness of the world of work and by assisting students in making their transition from school to work. Such committees are relatively easy to create, but require extra time for planning and management. Benefits to the school, district or college are well worth the effort.

A number of people contacted during our survey indicated that they are currently serving on advisory committees at the high school and/or community college level. Some of them have served for a number of years and have helped implement new programs locally.

The people who have said that they would be willing to share their expertise are:

Donald D. Armstrong (High School-Food Service)
McDonald's
1050 N. First - Suite 210
Hermiston, Oregon 97838
Phone: 567-0521

Renee Brewer (High School & Community College-Clerical & Retail Marketing)
Wilcox Furniture & Appliance
254 West Hermiston Avenue
Hermiston, Oregon 97838
Phone: 567-2201

Gerald Brog, Chairman (High School & Community College-Agriculture)
O.S.U. Extension Service
13 S.W. Nye Street
Pendleton, Oregon 97801
Phone: 276-7111 - ext. 235

Max Brunton (High School-CWE)
Parkrose School District
10636 N.E. Prescott Street
Portland, Oregon 97220

Gary Cox, Vocational Director
Philomath High School
District 17J
P.O. Box 591
Philomath, Oregon 97370-0602

Ellie Dumdi, Coordinator (High School-CWE)
Professional Development
Oregon Alliance for Program Improvement
Batcheller Hall - Room 112
Oregon State University
Corvallis, Oregon 97331-2404
Phone: 754-2179

Ada Fancher, (High School-CWE)
Corvallis School District
1555 S.W. 35th Street
Corvallis, Oregon 97331-1198

Louis Johnson (High School-CWE)
Vocational Coordinator
Hermiston High School
600 S. 1st Street
Hermiston, Oregon 97838-2399

Sam Kennedy (High School)
Vocational Director
Sam Barlow High School
5105 S.E. 302nd
Gresham, Oregon 97030

Alden Knapp, Director (High School & Community College-general)
State Advisory Committee for Career & Vocational Education
715 Summer Street N.E.
Salem, Oregon 97310
Phone: 378-5932

Larry McCoy (High School & Community College-Electronics)
Customer Training Manager
Instrument Systems Division
Tektronix, Inc.
P.O. Box 500, Deliver Station-540074
Beaverton, Oregon 97077
Phone: 642-8929

Lewis Metzler (Community College-Technology & Manufacturing)
Longview Fibre Company
P.O. Box 639
Longview, Washington 98632
Phone: (206) 425-1550 - ext. 2661

Patricia Phillips (High School & Community College-Clerical & Agriculture)
Ore-Ida Foods, Inc.
P.O. Box 10
Ontario, Oregon 97914
Phone: 889-8611

Michael Sowa (Community College-Industrial ARTS)
Sowa Forge & Machine
P.O. Box 157
Woodburn, Oregon 97071
Phone: 981-3621

Lynn Spencer (High School)
Vocational Director
Scappoose School District 1J
P.O. Box 490
Scappoose, Oregon 97056

Dorothy Tannehill-Moran (Community College-Electronics)
College Relations Supervisor
INTEL
5200 N. Elam Young Parkway
Hillsboro, Oregon 97127

David Vincent (High School-Forestry Program)
North Side Lumber Company
P.O. Box 311
Philomath, Oregon 97370
Phone: 929-3161

Bryan Wolfe (High School-Agriculture)
Bill Wolfe Ranches, Inc.
Route 2, Box 2743
Hermiston, Oregon 97838
Phone: 567-3050

Grant Wood, System Training Specialist
(High School & Community College-Electronics)
Electro Scientific Industries Inc.
13900 N.W. Science Park Drive
Portland, Oregon 97229

COOPERATIVE WORK EXPERIENCE

Cooperative Work Experience (CWE) is a linkage between a school and a local business/industry in which students, usually seniors, spend part of their time at school and part at a job. The Handbook of Policies and Procedures for Vocational Educational Instruction in Oregon Secondary Schools (Oregon Department of Education) contains a concise description of how this partnership works:

- The student must be enrolled in an approved vocational education program of which work experience is a part.
- The student must work for a minimum of ten hours per week for a full school year in order to earn a unit of credit.
- Written training agreements between students, parents, employers and schools will be used.
- Individual training plans will be used.

CWE is an excellent opportunity for students to enter the world of work in easy stages. What is learned in school can be measured against its immediate application on the job; and careful planning can result in the student's having a wide exposure to job skills.

For the employer, a CWE student is an excellent bargain; the job training of an employee is shared with another institution. A good relationship between the employer and the school or CWE coordinator allows continuous charting of progress and makes evaluation a part of the experience. As mentioned earlier in reference to the "Oregon Employer Survey", CWE provides the opportunity for the student to apply on the job what was learned in the classroom. It is also an area in which many businesses seem interested in and willing to become involved.

The following case studies are only examples of many similar programs being conducted around the state.

CWE IN THE HIGH SCHOOL

In Cottage Grove, a local bank and the high school have had a partnership since the bank was founded five years ago. Each year a new student is employed at the bank. The high school prescreens applicants and sends those who are qualified to the bank for an interview. The successful candidate is assigned to the Proof Department, a central clearing-house for all banking operations, so the student gains experience in all phases of banking. All of the students who have started as workers in the bank have continued on as regular employees; and the student who becomes an employee trains the next student during the summer. The benefits of this linkage are clear: the students get training in a broad spectrum of skills, and a job; the bank gets a well-trained employee and a positive community image as a "hometown bank."

In Hermiston, Donald Armstrong owns a McDonald's Restaurant that depends heavily on part-time student employees, so he hired many of them through the Hermiston High School Cooperative Work Experience Program. He feels that good work habits and attitudes are essential in good employees and should be included in the high school curriculum. He also feels that students' grades should be correlated to job retention--in other words, if the student isn't doing well in school or getting at least passing grades, he/she shouldn't be kept on the job. He is a strong supporter of the CWE program and feels it is an excellent way for students to learn skills on the job.

Renee Brewer at Wilcox Furniture & Appliance is another Hermiston employer who has found that high school students make excellent part-time workers. They are generally employed in the office or assist with deliveries.

Don Holt is a service station owner in Seaside who hires students through the CWE program at Seaside High School. Essential to the success of the student workers and the program, is the involvement of the CWE coordinator in making sure that the students adhere to school rules as well as to the employer's rules. He thinks that they should go hand-in-hand.

There are many other employers all over the state who give part-time employment opportunities to students through high school CWE programs, such as Ore-Ida Foods in Ontario, Pendleton Grain Growers in Hermiston, a doctor's office in Hermiston, North Side Lumber Company in Philomath, Weyerhauser in Springfield, Hauke's Sentry Market in Astoria, Boc's Restaurant in Portland, ESI in Portland, Southern Oregon Historical Society in Jacksonville, Rear Manufacturing in Eugene, Agriculture Machinery and Supply Company in Central Point, and the Bureau of Land Management office in Medford. By and large, they are enthusiastic about what it does for the students and what it does for their business. They <u>all</u> agree that direct and frequent communication with the program coordinator is the major key to the success of the program.

CWE IN THE COMMUNITY COLLEGE

An agricultural equipment manufacturer in Eugene employs two students from Lane Community College. The students gain a wide variety of hands-on skills: welding, shipping, inventory control, and production techniques. According to the marketing manager and contact person for the CWE program, the most important skills learned, however, are the personal relation skills: the importance of getting along with co-workers and having a positive attitude. He estimates that half of the students who begin in the CWE program become full-time employees. This is only one of many programs conducted through Lane Community College which has one of the largest CWE programs in the nation. The other community colleges around the state offer similar opportunities in a variety of settings.

Students can work part-time, get hands on experience, accumulate good references and receive credit in career interest areas such as retailing, clerical & secretarial, accounting, auto mechanics, welding, electronics, agriculture, food processing, forestry, carpentry, health care, child care--to name a few. Successful experiences can often lead to full-time employment after graduation or program completion.

The following people are willing to be contacted for advice:

Donald Armstrong (High School & Community College-Food Service)
McDonald's
1050 N.First - Suite 210
Hermiston, Oregon 97838

Rosemary Bevel (High School-Clerical)
Southern Oregon Historical Society
P.O. Box 480
Jacksonville, Oregon 97530

Renee Brewer (High School & Community College-
Clerical & Retail Marketing)
Wilcox Furniture & Appliance
254 W. Hermiston Avenue
Hermiston, Oregon 97838

Jerry Brog, Chairman (High School & Community
College-Agriculture)
OSU Extension Service
13 S.W. Nye
Pendleton, Oregon 97801

Max Brunton (High School)
Secondary Administrative Assistant
Parkrose School District 3
10636 N.E. Prescott Street
Portland, Oregon 97220

Gary Cox, Vocational Director (High School)
Philomath High School District 17J
P.O. Box 591
Philomath, Oregon 97370-06021

Frank DeCuis (High School-Food Service)
Boc's Drive-in Restaurant
3700 N.E. Broadway
Portland, Oregon 97232

Earl Fisher (High School)
Knappa High School
Old Highway 30
Rt. 6 Box 226
Astoria, Oregon 97103

Rey Guevara (High School)
Crater High School
4410 Rogue Valley Boulevard
Central Point, Oregon 97502

Skip Hauke (High School-Retail & Service Industry)
Hauke's Sentry Market
3300 Lief Erickson Avenue
Astoria, Oregon 97103

Don Holt (High School-Retail Sales & Service)
Don's Union Service
1616 S. Holladay
Seaside, Oregon 97138

Louis Johnson (High School)
Vocational Coordinator
Hermiston High School
600 S. 1st Street
Hermiston, Oregon 97838-2399

Earl McCollum (Community College)
Associate Dean, Occupational Education
Treasure Valley Community College
650 College Boulevard
Ontario, Oregon 97914

Al Monce (High School-Clerical)
The Cottage Grove Bank
P.O. Box 128
Cottage Grove, Oregon 97424

Ed Murray (High School)
Vocational Director
Phoenix High School
745 N. Rose Street
P.O. Box 697
Phoenix, Oregon 97535

Carl Odin, Assistant Principal (High School)
Seaside High School
1901 N. Holladay
Seaside, Oregon 97138

Patricia Phillips (High School & Community College-Clerical & Technical)
Safety & Training Supervisor
Ore-Ida Foods, Inc.
P.O. Box 10
Ontario, Oregon 97914

Donald Pollard (High School)
Counselor
Ontario High School
1115 W. Idaho Avenue
Ontario, Oregon 97914

Michael Rear, Marketing Manager
(High School & Community College-Welding, Equipment Manufacturing)
Rear's Manufacturing Company
2140 Prairie Road
Eugene, Oregon 97402

Howard Spencer (High School)
Jackson Educational Service District
101 N. Grape
Medford, Oregon 97501

Lynn Spencer (High School)
Vocational Coordinator
Scappoose School District 1J
P.O. Box 490
Scappoose, Oregon 97056

Dorothy Tannehill-Moran (Community College-Electronics)
College Relations Supervisor
INTEL
5200 N. Elam Young Parkway Drive
Hillsboro, Oregon 97124

David Vincent (High School-Forest Products)
North Side Lumber Company
P.O. Box 311
Philomath, Oregon 97370

Michael S. Wetherell (High School)
CWE Director
Riverside High School
P.O. Box 140
Boardman, Oregon 97818-0140

Grant Wood (High School & Community College-Electronics)
Electro Scientific Industries Inc. (ESI)
13900 N.W. Science Park Drive
Portland, Oregon 97229

STUDENT ORGANIZATIONS

Student organizations are often an important part of a student's experience while at shcool. Although called "extra curricular", student clubs such as FFA (Future Farmers of America), VICA (Vocational Industrial Clubs of America), and FBLA (Future Business Leaders of America) can provide a wealth of information and experience to their members. If well organized and headed by dynamic leaders, these clubs will carry their members well beyond what can be learned from text books, provide positive role models, and develop leadership skills. State-wide competitive skills contests are also an integral part of these organizations.

An advisory committee is a required component of all vocational student organizations. The persons on the committee are selected because of their expertise and involvement in their specific field (agriculture, business, secretarial, clerical, mechanics, metals, health occupations, etc). The committee reviews the school's curricular offerings but does most of its own work on extra-curricular activities. The teacher's attitude is the most important part of the program; the teacher is the pivot person, the one in the middle who needs to provide the dynamic link between the students, the community, and the world of work.

Bryan Wolfe, a cattle rancher in Hermiston who is a member of the FFA advisory committee at Hermiston High School, feels that advisory committee members play an important role in the educational process. He feels that the advisory committee provides a resource of information for the students and provides that all-important link between the students' classroom activities and the world of work.

Bryan can be contacted at Bill Wolfe Ranches, Inc., Route 2, Box 2743, Hermiston, Oregon 97838.

The person who can provide information on all of Oregon's student organizations is:

Larry Hall, Executive Director
Student Leadership Center
663 High Street N.E.
Salem, OR 97301
Phone: 588-5338

CAREER AWARENESS

This term covers many activities that can involve partnerships between education and business/industry. Some communities have created a central clearing-house to coordinate career awareness activities. One such clearing-house is the Community Business Education Center (CBEC) of Medford. Initiated by the local Chamber of Commerce, CBEC provides educators with an opportunity to schedule community resources for a wide variety of educational activities: field trips, classroom visits by business and industrial leaders, simulated employment interviews, shadow experiences (one-to-one field trips), career information interviews, career fairs, and teacher/ business exchange luncheons. CBEC also publishes a newsletter. The funding for CBEC is illustrative of the equal share in responsibilty taken by the two partners: funds raised by donations from 73 area businesses, professional and individual sponsors are matched by Medford School District 549C. CBEC is living proof of its motto: "Education is a two-way process between the schools and the community." Similar programs exist in the Portland area.

For more information contact:

Eileen Ashpole, Executive Director
Community Business Education Center
1900 North Keeneway
Medford, OR 97504

IN-SCHOOL EXPLORING

Another clearing-house for partnerships between business and education in the Portland area is the Columbia Pacific Council of the Boy Scouts in America. The Program has an advisory committee whose members come from a wide variety of business, professional, and industrial backgrounds. Using the experience represented on this committee, the Pacific Council recently expanded its Exploring Programs into the schools with a program of career education which will provide youth first-hand experience in the business and professional world and bring business and professional people into the schools. As many as 450 members of the business community are active in the program. The Corvallis School District participates in a similar program.

For more information contact:

Teena Ainslee
In-School Exploring
Boy Scouts of America
2145 S.W. Front Avenue
Portland, OR 97201

Ada Fancher, Vocational Director
Corvallis School District
1555 S.W. 35th Street
Corvallis, Oregon 97331-1198

JUNIOR ACHIEVEMENT

Junior Achievement's purpose is to provide practical information and experience related to economics and business to young people in grades 5-12. In addition to the traditional evening manufacturing experience available to high school students, Junior Achievement's offerings include classroom supplements to elementary and middle school studies, and a high school economics elective. All programs are carried out with direct personnel and financial support from local business people. Junior Achievement operates in the Portland and Eugene metropolitan areas, Corvallis and Bend.

For more information contact:

Roberta L'Esperance
Director of Marketing
Junior Achievement
1426 S.E. Hawthorne Blvd.
Portland, OR 97204

Jerry Fisher
Public Relations Manager
Hewlett-Packard
1000 N.E. Circle Blvd.
Corvallis, Oregon 97330

ADOPT-A-SCHOOL PROGRAM

In the Salem School District a grant from the United States Department of Education Community Schools Act of 1978 made possible the initiation of a community education project. The Salem Business Partnership Program, or Adopt-A-School Program, began in the fall of 1981. The general goals of the program are:

- to bring business people into a specific school to work with students, teachers, and administrators on the projects which school staff members feel would be helpful and which business people feel qualified to participate in or work with,
- to give students and teachers a realistic picture of the business world,
- to supplement classroom studies with relevent experiences in business and industry; and
- to give business people an understanding of the educational system, how it works, its strengths and its problems.

The program has met with great success and now serves as a model for schools and businesses that are looking for ways of working together. A "how-to" manual is available from the Salem School District Office, 1309 Ferry Street S.E., Salem, Oregon 97301 -- 399-3000 or contact William "Skip" Liebertz, Project Director -- 399-3038 for further information.

PORTLAND URBAN NETWORK PROJECT

In July, 1983, the City of Portland, Portland Public Schools and the Regional Youth Employment Council of the Portland Chamber of Commerce joined forces to submit a proposal to Brandeis University to participate in an Aetna Foundation funded Urban Network Project. Portland was one of the seven cities selected nationwide. A four-way partnership - City, School District, Urban League, and the Regional Youth Employment Council - was created to address the issues of youth and minority youth unemployment and the preparation of youth for work.

The two year project is designed to establish an ongoing interagency process that can ensure the coordinated development and delivery of youth employment services and to thoroughly prepare disadvantaged and out-of-school youth for employment. It has provided a focus for business involvement in youth employment activities, and an opportunity for business representatives to become educated about the components of effective youth programming. It has provided opportunities to apply business resources to activities that have proven effective in enhancing the employability of youth. It has also created close working relations between the Portland Job Training Agency (JTPA) and the Portland School District. This project is viewed as both a human development and an economic development effort.

For more information on this comprehensive program, contact:

Marcia Douglas
City School Liaison
Office of Intergovernmental Affairs
City of Portland
1220 S.W. 5th
Portland, Oregon 97204

Kathy Hostager
Youth Employment Specialist
Portland Public Schools
531 S.E. 14th Street - Room 230
Portland, Oregon 97214

Frank McNamara, Director
Intergovernmental Relations
Portland School District
P.O. Box 3107
Portland, Oregon 97208

Tom Nelson, Executive Director
Regional Youth Employment Council
627 N.E. Halsey Street
Portland, Oregon 97232

SMALL BUSINESS DEVELOPMENT CENTERS

The Oregon Small Business Development Center Network provides services and resources to Oregon's small business community. It links resources of federal, state, and local governments with community college, private sector, and other educational resources.

Small businesses represent 95 percent of Oregon's businesses and employ 85 percent of private industry workers. They have a significant impact on Oregon's economy.

The 1983 Oregon Legislature allocated state funds to establish community college-based centers for small business training and assistance. The U.S. Small Business Administration awarded additional funds to support and expand the services to Oregon's small businesses. The state and federal programs were merged in March, 1984.

Oregon now has the nation's first community college-based network of Small Business Development Centers. These centers exist to strengthen the business side of small businesses. They offer help in developing management skills vital to the success of a business venture, and they provide a major business assistance resource to complement the specialized skills that led entrepreneurs into business ownership.

Each Small Business Development Center offers business counseling; classes, workshops, seminars, and conferences focused on current business issues; a library of business periodicals, books, newspapers and reference materials, as well as video players, business-related tapes, microcomputers, and business software such as spread sheets, word processing, mailing lists, and file management programs; business services, including referral information, lists of

private consultants and service providers; and more. All services are low-cost or no-cost. For more information, contact:

Edward "Sandy" Cutler, State Director
Oregon Small Business Network
Lane Community College
1059 Willamette Street
Eugene, Oregon 97401
Phone: 687-9125

Jim Clune, Director
Small Business Development Center
Clatsop Community College
16th & Jerome Streets
Astoria, Oregon 96103
Phone: (206) 642-4972

Bobbie Clyde, Director
Small Business Development Center
Chemeketa Community College
P.O. Box 14007
4000 Lancaster Drive N.E.
Salem, Oregon 97309
Phone: 399-5181

Jeff Wiles, Director
Training & Economic Development
Chemeketa Community College
P.O. Box 14007
Lancaster Drive N.E.
Salem, Oregon 97309
Phone: 399-5181

Some satisfied clients who would be happy to share their experiences are:

Claus & Jane Gildner
Claus' German Motors
535 Exchange
Astoria, Oregon 97103

Don Holt
Don's Union Service
1616 Holladay
Seaside, Oregon 97138

Billie Linder
Bee Gee, Inc.
1005 Broadway
Seaside, Oregon 97138

George Vetter
El Mundo Ltd.
P.O. Box 175
223 N. Hemlock
Cannon Beach, Oregon 97110

SPECIALIZED TRAINING AND RETRAINING

An important linkage between community colleges and business/ industry is established when the college designs and delivers a training program tailored to the needs of a local employer. This relationship insures that the curriculum is appropriate, virtually guarantees the graduate with a job, and meets the employer's needs for skilled workers in newly created or hard-to-fill jobs.

Siltec, an electronics company in Salem, and Chemeketa Community College have created a custom designed program in silicon technology--a program which is individualized, self-paced, and mastery-based. Successful completion of the program is required for employment. The company has donated much of the specialized equipment for the laboratories at Chemeketa and plant personnel are in close communication with the program's instructional staff. The background of this partnership points out one of the most important benefits that can come to a community with a commitment to cooperation with industry through education. Chemeketa's capabilities for delivering a trained work force to this industry was one of the chief reasons the company chose to locate its master electronics facility in Salem.

Other companies, such as Spectra-Physics in Eugene, Tektronix in Beaverton and Hewlett Packard in Corvallis, have contracted with the community colleges in their areas to develop and conduct specialized short-term training programs. The companies will sometimes provide their personnel to serve as instructors and their facilities for the instruction, but the community college provides the credit. It is truly a cooperative program.

For more information, contact:

Sandie Cooksey
Product Manager/Marketing
Spectra-Physics
959 Terry Street
Eugene, Oregon 97402

Jim Cutsforth
Sales Consultant
Simplot Soilbuilders
P.O. Box 1089
Umatilla, Oregon 97838

Thomas DePue
Administration Manager
Siltec
P.O. Box 7748
Salem, Oregon 97303

Jerry Fisher
Public Relations Manager
Hewlett-Packard
1000 N.E. Circle Boulevard
Corvallis, Oregon 97330

Jane Gildner
Claus German Motors, Inc.
650 Highway 101 Alternate
Astoria, Oregon 97103

Skip Hauke
Hauke's Sentry Market
3300 Leif Erikson Drive
Astoria, Oregon 97103

Billie Linder
Bee Gee Inc.
1005 Broadway
Seaside, Oregon 97138

Keith Loeffler
Education Specialist
Portland General Electric
121 S.W. Salmon
Portland, Oregon 97204

Larry McCoy
Customer Training Manager
Instrument Systems Division
Tektronix, Inc.
P.O. Box 500, Deliver Station - 540074
Beaverton, Oregon 97077

Lewis Metzler
Longview Fibre Company
P.O. Box 639
Longview, Washington 98632

Joyce Nichols
Weyerhaeuser Co.
P.O. Box 275
Springfield, Oregon 97401

David W. Phillips
Associate Dean of Instructional Services
Clatsop Community College
16th & Jerome Streets
Astoria, Oregon 97103

Patricia Phillips
Safety & Training Supervisor
Ore-Ida Foods, Inc.
P.O. Box 10
Ontario, Oregon 97914

Michael Sowa
Sowa Forge & Machine
P.O. Box 157
Woodburn, Oregon 97071

David Vincent
North Side Lumber Co.
P.O. Box 311
Philomath, Oregon 97370

Grant Wood
Electro Scientific Industries Inc.
13900 N.W. Science Park Drive
Portland, Oregon 97229

JOB TRAINING PARTNERSHIP ACT (JTPA)

The Job Training Partnership Act has the idea of linkages built into its title. JTPA replaces the CETA program and reflects the experience gained in two ways: more local control and responsibility (through the Private Industry Council); and more performance-oriented training. This federal program takes many forms in Oregon and works through four kinds of agencies:

- Private, for-profit companies
- Non-profit agencies
- High schools
- Community colleges

For more information, contact:

Holly Miles, Executive Director
State Job Training Partnership Administration
Inter-Governmental Relations
155 Cottage Street N.E.
Salem, Oregon 97310

JTPA AND COMMUNITY COLLEGES

Lane Community College's Dislocated Worker Program is a good example of a JTPA program at a community college and a true partnership. It is done in cooperation with with the Eugene Job Training Center, Lane County Employment & Training, and the State Employment Division. Their clients are people with solid work histories but whose jobs have disappeared due to plant closures or advancing technology and who need retraining to re-enter the work force. It offers its clients courses in job search skills and resume writing, access to phones, typewriters, and resume printing and duplication. Group support is given while the client finds a job. Similar programs are being operated by the Jackson-Josephine Job Council and by the La Grande and Pendleton offices of the Oregon Consortium.

For more information, contact:

Nan Poppe
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405

The short-term training program works closely with the local businesses and industries. Employers identify and define entry-level job skills, advise the program on curriculum and course design, and, in many cases, aid in the selection of instructors or even provide one of their training specialists for industry-specific training.

Short-term training programs such as those mentioned in the section on Specialized Training and Retraining are also conducted through JTPA. Examples are Spectra-Physics in Eugene, Siltec in

Salem, Xentek & Willamette Poultry in Creswell, Menasha Corporation in Coos Bay.

For more information, contact:

Laurie Swanson, Director
Lane County Employment & Training
1140 Willagilleapie Road - Suite 44
Eugene, Oregon 97401

Robert E. Bill, Director
Mid-Willamette Jobs Council
1600 State Street
Salem, Oregon 97301

Dave Hicks, Director
South Coast Business
Employment Corporation
295 S. 10th Street
Coos Bay, Oregon 97420

JTPA AND HIGH SCHOOLS

JTPA provides job training and placement for disadvantaged youth (ages 14 through 21) through high school programs and job clubs located in employment and training assessment centers around the state, but is funded by JTPA and is not limited to students of senior standing. Students eligible for the program are those from low-income families; and the benefits they receive are geared toward after school and summer employment. Some programs use the MESA test of job aptitudes during a vocational assessment day. Others use VALPAR or SAGE assessment programs. Counseling is an integral part of the program.

The program operates by:

- Working with local employers to identify possible jobs,
- contracting with high schools to provide training for students,
- offering vocational training beyond the regular offerings of the school for qualified students; and
- affording the employer an opportunity to save up to 50% on the first year's wages through the Targeted Jobs Tax Credit (TJTC).

For more information, contact:

Laurie Swanson, Director
Lane County Employment & Training
1140 Willagillespie Road - Suite 44
Eugene, Oregon 97401

J. D. Hoye, Director
The Oregon Consortium
260 S.W. Ferry Street - Suite 102
Albany, Oregon 97321

Dellimer Smith, Director
Clackamas County Employment, Training &
Business Services
P.O. Box 215
Marylhurst, Oregon 97036

JTPA AND PRIVATE BUSINESS

When the service provider is a private, for-profit company, the employer is the client, not the trainee. The small employer gets a personnel department: applicants are pre-screened, the job responsibilities explained, and the job counselor does the advising. The primary idea is to provide jobs to those who need them at the least expense to the tax payers and to offer employers incentive in the form of a tax break and reimbursement for wages paid to employees under the Federal Targeted Jobs Tax Credit.

For further information and the address, phone number and person to contact in your local area, write to:

Holly Miles, Executive Director
State Job Training Partnership Administration
Governmental Relations
155 Cottage Street N.E.
Salem, Oregon 97310d

An employer who has used JTPA's services and will willingly share her experiences is: Billie Linder, President, Bee Gee Inc., 1005 Broadway, Seaside, Oregon 97138.

SOME MORE LINKAGES

EQUIPMENT DONATIONS

Many companies recycle equipment on a fairly regular basis. Although slightly outdated, it may still be in good working condition and excellent for instructing students. Such donations to schools give the company a tax write-off and the school good instructional equipment with no increase in budget. The company may even pick up the shipping costs.

Some of the larger electronics companies will donate computers and will provide instructors and classroom speakers to schools within their hiring area -- the schools that their employee's children attend. Omark Industries is another company that donates equipment when available. Write to Bill Simpson, Omark Industries, 4909 S.E. International Way, Milwaukie, Oregon 97222. You could conduct a survey of businesses in your local area to find out which ones might be interested in participating in such a donation program, or in providing classroom speakers or short-term instructors on a voluntary basis. The "Oregon Employer Survey" found that more companies would participate in a donation program if Oregon offered better tax incentives.

For more information, contact:

Ada Fancher, Vocational Director
Corvallis School District 509J
1555 S.W. 35th Street
Corvallis, Oregon 97333-1198

Jack Head
Special Education
Columbia County School District #13
P.O. Box 318
Ranier, Oregon 97048

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Leif Ostmo
Eagle Point High School
P.O. Box 198
Eagle Point, Oregon 97524

Dorothy Tannehill-Moran
INTEL
5200 N.E. Elam Young Parkway
Hillsboro, Oregon 97124

INTERNSHIPS

Many businesses, large and small, will provide internships to students, either in the form of Cooperative Work Experience or on a short-term basis such as a "shadowing" or awareness experience. Opportunities are also available for teachers to update their skills through an occupational internship, usually in the summer months, by working in a business that uses those skills: a mechanic's shop or parts store for automotive instructors; an office using word processing for business education instructors; a high-technology company (electronics, wood products) for math, science, and industrial arts instructors; a retail business for marketing instructors; public agencies, and commissions for those who want to enhance their people skills and contribute to their communities. The possibilities are endless. Credit can also be earned through Oregon State University through the Division of Continuing Education. For registration information, contact the Department of Vocational-Technical Education at OSU - (503) 754-2961. Longview Fibre in Longview, Washington; Tektronix, Intel, and Floating Point Systems in the Beaverton area; and many small businesses all over the state participate in such internships. Conduct a survey in your area to find which businesses would be interested and create your own resource file.

FIELD TRIPS

Businesses are usually very willing to set up tours for groups of students. It is a real eye-opener for the students to see what actually goes on in the world of work, and helps teachers in understanding the needs of employers. It also sharpens the teacher's organizational skills.

CAREER FAIRS, EQUIPMENT FAIRS, AND COMPUTER FAIRS

Computer and equipment companies enjoy showing off their products and are usually very willing to set up an exhibit on-site or at the school. Career fairs held at the local schools (at all levels) are also a good way to bring business people into the schools and in contact with students. A variety of sharing projects are often spin-offs of these fairs.

OREGON BUSINESS WEEK

Chambers of Commerce accross the state, in cooperation with business leaders and Western Oregon State College in Monmouth, sponsor a mid-summer, week-long seminar on the WOSC campus to teach students and teachers about the free enterprise system. Scholarships are given to 300 plus students and 100 teachers by the Chambers of Commerce and businesses all over the state. This is a practical, "hands-on" experience for students and teachers. All the keynote speakers, small group presenters, group leaders and counselors are drawn from business/industry. It is an exciting, stimulating week and creates a dynamic linkage between business and education. For further information and registration forms, contact Dr. George Wyatt at Western Oregon State College, Monmouth, Oregon 97361 or Associated Oregon Industries, 1149 Court N.E. Salem, Oregon 97301.

NURTURING LINKAGES

In looking at the wide array of successful linkages in Oregon, we find some common elements. Programs which link the school with business/industry will have these four common elements in their program design:

1. Top-level support of the project
2. Clear objectives
3. Good channels of communication
4. Means of evaluation

TOP LEVEL SUPPORT

The initiative to start a linkage usually comes from the educational arena (a principal, teacher, or the program coordinator), but it can also come from a business person, community leader, the Chamber of Commerce, etc. The level of commitment in both the corporate and the school systems should be reflected in a willingness to make formal agreements about the program. The program leaders and communicators must have direct access to and clear support of the persons with decision making power. Without clear organizational support, even the best idea has little chance of success.

- The school superintendent and the business owner or manager must be included from the start.
- School principals must understand the program, show interest in it and want to be involved.
- The plan should be presented to the school board for their awareness and approval.

CLEAR OBJECTIVES

In a program of career awareness, objectives can be stated in terms of contacts made, or number of hours logged; in a training program, objectives must be specified in terms of competencies attained. Frequently, the competencies will be set by a certifying agency or by the industry requesting the training; the task of the educational institution becomes one of designing systems to deliver those skills to students. Whether the ultimate goal is awareness or a level of competence, a clear understanding of what is to be accomplished in a linkage is essential. The business person must feel that the program is providing some benefit to his/her business and that there is going to be a return on investment.

COMMUNICATION

Linkages require a foundation of clear communication channels and alot of time. A common mistake is to rush into the program before taking the time to establish common goals and determine how the communications will be handled by each partner. An effective collaboration is the result of ample preparation time. One person from the school (the program coordinator) and one person from the cooperating business should be designated as the contact people and spokes-persons. They should be people who have demonstrated leadership skills and who have the ability to motivate others.

Questions that need to be addressed are:

- What does the business expect from the linkage?
- What does the school expect from the linkage?
- What are the responsibilities of the two coordinators (one from business, one from education)?
- How do the two entities perceive each other?

Once the program is in place and running, regularly scheduled meetings and other means of communication (e.g., written reports, phone calls) will allow the partners to keep track of students' progress and to meet problems head-on when they arise.

- The success of the linkage should be publicized in the local newspaper and in the school paper.
- The linkage(s) should be publicized and/or demonstrated (when possible) during school open houses.
- A short annual report should be prepared for presentation at a school board meeting and for distribution to the school administrators and the cooperating businesses.
- Requests should be made by the two coordinators (school and business) to speak to the service organizations and professional groups in the community to keep them aware of the program(s) and to gain and maintain support.

EVALUATION

Program evaluation should be built into the program design. When the program's objectives have been clearly stated, evaluation becomes a matter of measuring objectives against results. Both business/industry and education managers have had ample practice at this, but usually the difference is the distinction between product and process. Industrial and educational managers need to coordinate the private and public sector methods of evaluation.

CONCLUSIONS

Linkages between business/industry and education are a key factor in enabling providers of vocational/technical education and employment training to become more responsive to the needs of students and employers. Linkages also provide the opportunity for business/industry to become involved in what is actually happening within the school and provide the school district with a broader base of community support. Joint curriculum development, field trips, classroom speakers, student internships, teacher internships, short-term instructors from industry and equipment donations are just a few of the possible activities that might result from an active linkage. However, the conclusions drawn from the data collected through the "Oregon Employer Survey" indicate that communication has not been the strength of the education community. Consequently, the business community has not been aware of the willingness of vocational and training program staff to work with them. Interviews with employers during the course of the survey that preceded this guide, indicate that the business community wants to be involved in vocational education, but they need to be asked by the educators. In other words, it is up to the educators to take the initiative in the formation of linkages or partnerships. As stated at the beginning of this handbook, the form the linkage takes is limited only by the creativity of the partners.

GOOD LUCK!!

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APPENDIX A

LINKAGE STEERING COMMITTEE

Joanne Beilke
Beilke's Business Equipment
735 9th N.W.
Salem, OR 97304

Christina Blackwell
Sales Distribution Mngr.
Intel Corporation H2-2-341
5200 Elam Young Parkway
Hillsboro, OR 97123

Charlene Fauria
Marketing Director
Pepperwood International
990 Obie
Eugene, OR 97402

Irvin Fletcher
President
Oregon AFL-CIO
1900 Hill Street S.E.
Salem, OR 97310

Ed Glenn
Attorney
P.O. Box 428
Boardman, OR 97818

John Havery
Specialist
Electronics, Graphic
Communications
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

Al Miller
Vocational Director
Hillsboro High School District 3-8 JT
645 N.E. Lincoln Street
Hillsboro, OR 97123

Judy Miller
Technical Service Specialist
Job Training Partnership Admin.
155 Cottage Streeet N.E.
Salem, OR 97310

Ron Munkres
Regional Coordinator
Washington ESD
17705 N.W. Springville Road
Portland, OR 97229

John Pendergrass
Public-Private Ventures
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

Wanda Monthey
Project Monitor
Program Improvement Specialist
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

Ellie Dumdi (Project Coord.)
Coordinator, Professional
Development
The Oregon Alliance
Oregon State University
112 Batcheller Hall

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APPENDIX B

RESOURCE PEOPLE

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The Oregon Alliance
Oregon State University
112 Batcheller Hall
Corvallis, OR 97331-2404

Burr Fancher
Educational Consultant
5890 NW Primrose Street
Albany, OR 97321

Larry Hall
Student Leadership Center
663 High Street N.E.
Salem, OR 97301

Starla Jewell, Director
Community College Planning
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

Alden Knapp, Executive Director
State Advisory Council for Career and
Vocational Education
715 Summer Street N.E.
Salem, OR 97310

Wanda Monthey, Program Improvement Specialist
Division of Vocational Education
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

Thomas R. Owens
N.W. Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204

Ray Rhodes, Specialist
Division of Vocational Education
Cooperative Work Experience
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

APPENDIX C

REGIONAL COORDINATORS
FOR CAREER AND VOCATIONAL EDUCATION

Sam Banner
Malheur ESD
P.O. Box 156
Vale, OR 97918
Counties Served: Malheur, Harney

Bill Brown
Klamath Co. Sch. Dist.
334 Main
Klamath Falls, OR 97601
Counties Served: Klamath, Lake

Lowell Chamberlin
Coos ESD
1350 Teakwood
Coos Bay, OR 97402
Counties Served: Coos, Curry

Marv Clemons
Lane ESD
1200 Highway 99 N.
Eugene, OR 97402
County Served: Lane

Marilyn Davis
Multnomah ESD
P.O. Box 16657
Portland, OR 97216
County Served: Multnomah

Jim Davison
Union ESD
1100 K. Avenue
La Grande, OR 97850
County Served: Union

Nat Etzel
Jackson ESD
101 N. Grape
Medford, OR 97501
Counties Served: Jackson, Josephine

Wayne Johnson
Linn-Benton ESD
905 S.E. 4th Ave.
Albany, OR 97321
Counties Served: Linn, Benton

Ernie Keller
Wasco ESD
422 E. 3rd, Hammel Bldg.
The Dalles, OR 97058
Counties Served: Wasco, Sherman, Gilliam, Hood River, Wheeler

George Long, Supt. (Temp.)
Clatsop ESD
3194 Marine Drive
Astoria, OR 97103
Counties Served: Clatsop, Tillamook

Ron Munkres
Washington ESD
17705 N.W. Springville Rd.
Portland, OR 97229
Counties Served: Washington, Columbia

Sam Pambrun
Umatilla ESD
404 S.E. Dorion, Box 38
Pendleton, OR 97801
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Al Pfahl
Clackamas ESD
Marylhurst Campus
Marylhurst, OR 97036
County Served: Clackamas

Jerry Shiveley
Douglas ESD
1871 NE Stephens Street
Roseburg, OR 97470
County Served: Douglas

Patricia Hindman
Marion ESD
3400 Portland Road, NE
Salem, OR 97303
Counties Served: Polk,
Yamhill, Marion

APPENDIX D

RESOURCE MATERIALS

Administrator's Guide to Vocational Education
Oregon Alliance for Program Improvement
112 Batcheller Hall
Corvallis, OR 97331-2404
Cost: $4.50
Chapters on advisory committees, partnerships, and student organizations

Business-Industry-Labor Inputs in Vocational Education Personnel Development, Leadership Training Series No. 59
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Career Guidance Techniques - ILS Learning Modules
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310
Cost: $10.50 in Oregon - $12.30 outside Oregon
Contains modules on community resources, working relationships, and occupational information

Helping Shape Tomorrow's Work Force - A Reference Manual for Occupational Advisory Committees
State Advisory Council for Career & Vocational Education
715 Summer Street N.E.
Salem, OR 97310

Linker's Tool Kit
Developed by the National Center for Research in Vocational Education
The Ohio State University
Order from: American Association for Vocational Instructional Materials
120 Driftmier Engineering Center
Athens, Georgia 30602
Cost: $18.72

Manual for Developing Successful Projects - Company-School Collaboration
Education Services
American Council of Life Insurance
1850 K Street
Washington, D.C. 20006

Our Community Belongs to Us, But We Share - ILS Learning Modules
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310
Cost: $10.00 in Oregon - $12.00 outside Oregon

Partners in Education
Salem Public Schools
1309 Ferry Street S.E.
Salem, OR 97309-0024